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ABSTRACT

This curriculum framework exists to guide the fine arts curriculum in grades K-12 in Arkansas public schools. The framework's student learning expectations are specific to what all students in those grades should know and be able to do in the arts (visual arts, music, dance, theater) during that span of years. The framework's content standards (Inquire, Explore, Discover; Create; Reflect, Respond, Rediscover) represent a cyclical process for art making and responding to art. All components of the framework are interrelated, with no particular order of importance because each is dependent on the other. The framework first delineates content standards for the visual arts strand of fine arts, stating what is expected of students at grades K-4, grades 5-8, and grades 9-12. It provides a visual art glossary and visual art scenarios. The framework provides similar information for the music strand, for the dance strand, and for the theater strand. (BT)

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Arkansas
Fine Arts Curriculum Framework

Strands: Visual Arts -Revised 2001
Music-Revised 2001
Dance
Theatre

Arkansas Department of Education

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J. Wright

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Introduction to Visual Arts Strand of the Fine Arts Curriculum Framework Revised 2001

This framework exists for the purpose of guiding the art curriculum in grades K-12. The Student Learning Expectations are specific to what all students in those grades should know and be able to do in visual art during that span of years.

The content standards (Inquire, Explore, Discover; Create; Reflect, Respond, Rediscover) represent a cyclical process for art making and responding to art. There is no particular order of importance as each is dependent on the other. All components of this framework, in fact, are interrelated.

This document endorses and respects the integrity of all Arkansas art educators/facilitators. We trust that they will employ practices that do no inhibit and diminish critical/creative thinking and original, meaningful artworks.

Art Strand

CONTENT STANDARD 1: Inquire/Explore/Discover Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas. Grades K-4 (Student Learning Expectations)	*Assessment Options and Possiblities*
A.1.1. Examine art and communicate ideas and feelings using the language of art which shall include art *elements* and *principles*.	1. O, D
A.1.2. Explore skills associated with media and processes including, but not limited to, color mixing, tearing, folding, and gluing.	2. O, D, PE, PO
A.1.3. Distinguish parallels (i.e., *elements*, *principles*, themes, culture, material, processes and methods) between art created by students and artists from different times and places.	3. O, PO, D, C
A.1.4. Discover examples of how people use art in their daily lives, in the work place, and within the community.	4. C, W, LJ
A.1.5. Explore careers in art.	5. C, D, PR
A.1.6. Discover and record through technology (computer, video, photocopier, camera, and/or overhead, etc.) a variety of art examples and related resources.	6. PO, PR, O, D
A.1.7. Identify, practice, and follow health and safety standards in the use of tools, materials, and processes.	7. C, O, D
A.1.8. Recognize and apply responsible practices (reduce/reuse/recycle) to protect the natural/man-made *environment*.	8. O, D
A.1.9. Investigate the relationship among the arts and other disciplines.	9. O, C
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

CONTENT STANDARD 2: *Create* Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and *design*.	*Assessment Options and Possibilities*
Grades K-4 (Student Learning Expectations)	
A.2.1. Use creative problem solving, critical thinking skills, and various resources to select subject matter, symbols, and ideas to communicate meaning.	1. O, LJ, PR, E
A.2.2. Transfer ideas and feelings to others through original works of self-expression using art *elements* and *principles*.	2. PO, PR, E, D
A.2.3. Demonstrate that change for improvement is a part of problem solving in art and that there can be more than one solution.	3. O, PO
A.2.4. Create a project (e.g., performance, product, discussion) that shows how art is used in daily life, the work place, or the community.	4. PR, W, D, O
A.2.5. Exercise responsible use of tools/technology and materials to produce art works that may include, but are not limited to, painting, drawing, printmaking, sculpture, clay/ceramics, architecture, graphic *design*, fiber arts, and digital imagery.	5. PR, PO, O, D, T, E
A.2.6. Produce art works to demonstrate an understanding of the various purposes for creating (aesthetic, functional, historical/cultural, therapeutic and/or social).	6. PO, PR, O, D
A.2.7. Create art work in response to past, present, and future situations.	7. P, PR, E, D, O
A.2.8. Create art works based upon previous explorations/discoveries that demonstrate the relationships between art and culture.	8. O, PR, LJ, W, O, E
A.2.9. Collaborate to create through a variety of methods (small and whole groups, interdisciplinary, etc.).	9. PE, O, PR, E
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

CONTENT STANDARD 3: Reflect/Respond/Rediscover Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of *environments*, and of diverse cultures. Grades K-4 (Student Learning Expectations)	*Assessment Options and Possibilities*
A.3.1. Understand and relate how art is used to communicate ideas and feelings to others.	1. C, W, E, O, LJ
A.3.2. *Evaluate* and assess, individually/collaboratively, through revisions, journals, and/or critiques, the characteristics and merits of an individual's art work and of the work of others.	2. W, LJ, PR, E, PO
A.3.3. Develop aesthetic awareness by discussing (e.g., rationalization, critique, evaluation) the integrity of an individual's art work.	3. LJ, W, PO, PR, E, C
A.3.4. Exhibit art work and participate in the exhibition process (e.g., selection, planning, display, judging, promotion).	4. E, PE, PO, PR, C
A.3.5. Build and assess a collection of student work in a *portfolio* (e.g., individual, classroom, grade level, technological).	5. C, O, E
A.3.6. Recognize and acknowledge that artists/students develop individual styles.	6. C, LJ, W, T
A.3.7. Examine and respond to the use of art in daily life and community.	7. T, PO, C, D, W
A.3.8. *Analyze* and discuss the relationship among the arts and other disciplines.	8. O, C, PE, W
A.3.9. Recognize the importance of art history and heritage.	9. W, T, PO, LJ
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Art Strand

CONTENT STANDARD 1: Inquire/Explore/Discover Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas. Grades 5-8 (Student Learning Expectations)	*Assessment Options and Possiblities*
A.1.1. Further investigate the language of art including, but not limited to, the *elements* and *principles* of *design*.	1. T, PO, PR, C, O, PE, E, D, LJ, W, R
A.1.2. Examine and identify how art tools, materials, and processes communicate ideas and meanings.	2. T, PR, O, PE, D, LJ, W, R
A.1.3. Research and discuss diverse cultures, styles, and periods of art.	3. T, C, O, PE, E, LJ, W, R
A.1.4. Gain creative insight through personal observations and reactions to life experiences.	4. PO, PR, PE, LJ, W
A.1.5. Research how artists express life experiences through their art work.	5. T, PR, C, PE, E, LJ, W
A.1.6. Discover career opportunities that directly or indirectly relate to visual art.	6. T, PR, C, LJ, W
A.1.7. Recognize the rationale for responsible safety precautions within the visual arts *environment*.	7. T, C, O, D, LJ
A.1.8. Examine how physical *environments* affect choices made by artists.	8. T, PR, C, O, PE, LJ, W
A.1.9. Discover relationships among the arts, technology, *environments*, and other disciplines.	9. T, PO, PR, C, O, PE, E, D, LJ, W
A.1.10. Discover relevant community issues as creative resources through interviewing, personal observation, and/or research.	10. T, PO, PR, C, O, PE, E, D, LJ, W
A.1.11. Engage in group problem-solving activities (e.g., brainstorming, generating ideas, discussion, research).	11. C, O, PE, LJ, W
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

CONTENT STANDARD 2: Create Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and *design*. Grades 5-8 (Student Learning Expectations)	*Assessment Options and Possibilities*
A.2.1. Utilize a variety of art media, tools/technology, and processes, both two- and three-dimensional, to communicate ideas and feelings to achieve artistic solutions.	1. T, PO, PR, C, O, E, LJ, W, R
A.2.2. Create art work using the *elements* and *principles* of *design* to express thoughts and experiences.	2. PE, E, LJ, W, T, PO, PR, C, O, R
A.2.3. Produce artwork that involves problem solving as evidenced through practice, drafts, sketches and/or models.	3. T, PO, PR, C, O, PE, E, LJ, W, R
A.2.4. Use community issues to stimulate the production of art work which promotes dialogue.	4. T, PO, PR, C, O, PE, E, LJ, W
A.2.5. Demonstrate consistent and responsible use of tools/technology and materials to produce art works that may include, but are not limited to, painting, drawing, printmaking, sculpture, clay/ceramics, architecture, graphic design, fiber arts, and digital imagery.	5. PR, O, C, LJ, W
A.2.6. Create art work based on personal observations and reactions to life experiences.	6. T, PO, PR, C, O, PE, E, D, LJ, W, R
A.2.7. Produce art work which displays knowledge of diverse cultures, styles, and periods of art.	7. T, PO, PR, C, O, PE, E, D, LJ, W, R
A.2.8. Use group interaction in the process of art production.	8. C, O, PE, D, LJ, W
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

CONTENT STANDARD 3: Reflect/Respond/Rediscover Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of *environments*, and of diverse cultures. Grades 5-8 (Student Learning Expectations)	*Assessment Options and Possibilities*
A.3.1. Examine and reflect on a range of subject matter, symbols, and/or ideas used in creating art works.	1. T, PO, C, O, PE, D, LJ, W
A.3.2. Develop student-generated rubrics, checklists, questionnaires, tests, or other forms of assessment.	2. PO, C, O, PE, LJ, W
A.3.3. Engage in aesthetic discussion and apply knowledge when observing works of art.	3. PO, C, O, PE, LJ, W
A.3.4. Participate in the process of exhibiting student art work (plan, select, promote, install, attend).	4. T, PO, PR, C, O, PE, E, D, LJ, W
A.3.5. Develop a *portfolio* which includes periodic assessments (e.g., self-assessment, peer critique, teacher interview, checklist, essay, etc.).	5. PO, PR, C, O, PE, E, D, LJ, W
A.3.6. Determine and justify why artists make certain *design* choices.	6. PO, C, O, PE, D, LJ, W
A.3.7. 1.3.16 Determine/project ways art may envision the future.	7. PO, PR, C, O, PE, E, D, LJ, W
A.3.8. Discuss and establish connections between the visual arts and other disciplines (e.g., in math: 3-D *forms*, symmetry, patterns).	8. PO, PR, C, O, PE, E, D, LJ, W
A.3.9. *Evaluate* the importance of art history and heritage.	9. PO, C, O, PE, D, LJ, W, R
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Art Strand

CONTENT STANDARD 1: Inquire/Explore/Discover Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas.	*Assessment Options and Possiblities*
Grades 9-12 (Student Learning Expectations)	
A.1.1. Identify how art translates ideas, knowledge, emotions, and experiences to others.	1. DI, LJ, W
A.1.2. Assimilate/diversify prior knowledge to include new media skills to explore concepts and ideas.	2. LJ, DI
A.1.3. Compare and/or identify the materials, technologies, media, processes, and purposes of the visual arts with those of other disciplines and other cultures.	3. W, DI, M
A.1.4. Explore the nature of creativity.	4. DI, W, IN, PR, LJ, T, SU
A.1.5. Employ various methods of research such as technology, interviews, and *field observations*.	5. LJ, W, SU, E
A.1.6. Investigate and communicate an understanding of visual arts career opportunities.	6. DI, C, IN, W
A.1.7. Identify and understand responsible safety precautions within the visual arts.	7. C, O, PE
A.1.8. Connect visual arts issues, ideas, and themes with concurring humanities and science characteristics.	8. M, DI, PR, W
A.1.9. Identify a variety of sources for subject matter, symbols, and ideas.	9. LJ, DI, W, C
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing; RU: rubric; CR: critique; DI: discussion (group); M: matrix; IN: interview (individual); SU: survey	

CONTENT STANDARD 2: *Create* Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and *design*.	*Assessment Options and Possibilities*
Grades 9-12 (Student Learning Expectations)	
A.2.1. Apply inquiry, research, and exploration to create art works using a wide variety of media, processes, techniques, and tools.	1. PR, PE, R, IN, O
A.2.2. Create art works that evidence thinking, awareness of *design elements* and *principles*, and *aesthetic* concerns.	2. PR, O, R, IN
A.2.3. Generate and communicate ideas that create multiple solutions to specific visual art problems as evidenced through sketches, models, and/or other visual formats.	3. PR, R, O
A.2.4. Communicate *cognitive* and *affective* perceptions through a wide variety of media, processes, techniques and tools.	4. PR, O, R, D
A.2.5. Create a body of art works that share an underlying visual idea, content, or theme.	5. RU, PO, PR, M
A.2.6. Collaborate with others to create products relevant to visual art experiences.	6. PR, O, IN, D
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing; RU: rubric; CR: critique; DI: discussion (group); M: matrix; IN: interview (individual); SU: survey	

CONTENT STANDARD 3: Reflect/Respond/Rediscover Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of *environments*, and of diverse cultures. Grades 9-12 (Student Learning Expectations)	*Assessment Options and Possibilities*
A.3.1. *Analyze, evaluate*, and defend the content and manner in which subject matter, symbols, and images are used in the students' own art works and the works of others.	1. W, M, CR, PE, DI
A.3.2. Assess the students' own work and the work of others using current assessment practices and tools.	2. LJ, O, W, R
A.3.3. Critique art works in terms of history, culture, and *aesthetics*.	3. CR, W, DI, R
A.3.4. Prepare and present their own work in exhibit/display format, actual or virtual.	4. E, O
A.3.5. Assemble a *portfolio* of their own work which reflects visual art experiences and shows growth and potential over a period of time.	5. PO, O, C, M
A.3.6. Relate their own style, intent, and/or content to influences by known artists, diverse cultures, or natural references.	6. W, LJ, IN, DI
A.3.7. Reflect upon ways in which art concepts can be projected into life-long learning experiences in various disciplines.	7. LJ, W, DI
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing; RU: rubric; CR: critique; DI: discussion (group); M: matrix; IN: interview (individual); SU: survey	

Visual Art Glossary

This glossary was developed for the purpose of aiding teachers when using this document. It is not a comprehensive list of art terms. It is not intended to serve as a vocabulary list for students.

Aesthetics- The philosophical study of the nature of works of art and how people respond to it with their senses, intellect and emotions
Affective domain- A mind component that deals with emotional response
Analyze- To investigate how *elements* and *design principles* are used within the content of art work
Cognitive domain- A component of the mind that deals with rational thinking
Color Wheel- The orderly arrangement of colors on a circular chart in the order of the spectrum
Critic- One who describes, *analyzes*, interprets, and *evaluates* art work
Design- The process of forming a plan for a work of art and involves not only the content but the grouping and arranging of the *elements* in a composition
Elements of Visual Art- The six building blocks or ingredients of art work--line, shape/*form*, color, value, texture/pattern and space
Environment- The surroundings, anything external that affects us either natural or man-made. Environment art is that in which the artist creates a three-dimensional space.
Evaluate- Appraise or value
Field observation- Gathering information and gaining understanding outside the classroom (museum visits, artist's studio, on-site drawing, etc.)
Form- The three dimensional aspect of a work
Portfolio- A purposeful collection of work. It may be a working portfolio which is a cumulative record of the artist, or it may be an exhibition portfolio with only the best work included. Some portfolios are discrete and have only one type of work.
Principles of Design- There are many of these that help the artist organize or use the *elements* of art. A few of the *principles* are balance, rhythm, unity/harmony, contrast, and emphasis.

Grades K-4 Visual Art Scenarios

CONTENT STANDARD 1:
Inquire/Explore/Discover
Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas.

Going on a Color Exploration

Mr. B helps his students to explore color. His students, recalling learned concepts (i.e., colors, feelings, tints, and shades), discover examples of color used in daily life, the workplace, and the community. As a class, students create a list of colors. From this list, a discussion follows on the wide variety of colors in the *environment*. Students explore crayon colors, the *color wheel*, rainbows, prisms and spectrum. The exploration also includes artists' use of color in book illustrations. Students identify and demonstrate the appropriate skills associated with color mixing.

Mr. B's class paints the three primary colors (red, yellow, blue) to begin their *color wheels*. Then students mix primary colors to create secondary colors (violet, orange, green) to apply to their *color wheel*. After discussing their experiences and solutions, all students critique and display their *color wheels*.

CONTENT STANDARD 2
Create
Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and *design*.

Cool Printmaking-Hot Collage

Ms. Goldie Carp wants her students to understand the difference between warm and cool colors. First, the students explore warm and cool colors (feelings, nature, imagery) through printmaking and collage. Using the art reproduction of Matisse's *Goldfish* (1911), students discuss how colors affect their mood. Then, they are introduced to and experience the correct usage of the printing implements.

Taking one piece of paper that is pre-cut into a fish bowl shape, students create a background with tempera paint using only the three cool colors (blue, green, violet) and printing implements (i.e., sponge shapes, packing peanuts, feathers). The teacher places a small amount of tempera on a styrofoam plate so students can dip the implements to print the background. This is set up at one table to allow students to work in a small group. As this group of students works at the printmaking table, the remaining students are using warm-colored (red, yellow, orange) construction paper to cut fish shapes to glue to the picture. The completed art work is a mixed media piece: printmaking and collage.

Students exhibit their work for evaluation using comparison and contrast. After the exhibit, pieces are saved in the students' art *portfolio*.

CONTENT STANDARD 3

Reflect/Respond/Rediscover

Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of *environments*, and of diverse cultures.

3-D Animals Migrate to the Museum

Mrs. Ettie Kitt's school is not near an art museum, but she wants her students to be prepared should they get the opportunity to visit one. Her class discusses museum etiquette (touching, noise, appreciation) and museum knowledge (curator, docent, donor). Students discover how to manipulate clay (plasticine, clay, salt flour dough) into basic *forms* that stress movement (stretch, bend, twist) and appropriateness. Students then manipulate *forms* to create a 3-D imaginary/real animal that shows movement and expression.

Students label their art piece with a title, date, and signature (numbered note card). Then they imagine the classroom as a museum. The students leave the room and prepare to enter the "museum." The teacher helps the students review museum etiquette. During the tour, students select favorite piece(s) of art from the "exhibit" to critique (journal, discussion, creative dramatics, video) and/or record (sketch and label) at least one sculpture. Students reflect on their museum manners and personal reactions to the 3-D forms.

Grades 5-8 Visual Art Scenarios

CONTENT STANDARD 1:

Inquire/Explore/Discover

Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas.

Ancestor Boxes

In K. M.'s sixth grade art class, students create Ancestor Boxes.

After interviewing family members and researching family genealogy, students create and critique personal logos derived from their own names, individual symbols, and heritage and cultural symbols (i..e., music, family legends and history, heirlooms, etc.).

Then students explore the metaphor of "boxes"--to hide items, store memories, keep secrets, suggest gifts, etc. Then students create a "memory" of their ancestral heritage by transferring a portion of their personal logo to the sides and top of a box using color markers and assemble their boxes. The students use information about their family histories and characteristics to create an heirloom object (ceramic, etc.), a symbol of their own heritage, to be placed in the box. The "heirloom" should be a meaningful gift to an ancestor if they were able to meet. (An alternate gift could be one that an ancestor would give to the student.) The students justify their gifts by

writing on the underside of the lid. This project could be extended by displaying the boxes with related cultural literature and making and sharing with the community a video of "presentations" of the ancestor boxes.

CONTENT STANDARD 2

Create

Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and *design*.

Creating Fossils

In the classroom of S. O., students create "fossils" to explore how the record of living things is revealed by fossilization. Students research and discuss characteristics of prehistoric creatures in illustrations, fossils, videos, toys, 3-D models, and art forms that tell stories and express ideas.

Students collect, arrange, and press sticks, bones, and other natural objects into slabs of clay to create the skeletal structure of an imagined dinosaur. (They "compose" their dinosaur before they press the objects into the clay.) The teacher fires the clay to create a fossil and/or a negative for which a positive plaster cast can be made. Students stain the dry plaster *form* with watercolor or other natural pigments. These "fossils" are buried and re-discovered using archeological techniques.

Students write and edit descriptions of their "creature's" behavior, habitat, and diet, and they use a variety of two- and three-dimensional media, techniques, and processes to portray their "creature."

CONTENT STANDARD 3

Reflect/Respond/Rediscover

Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of *environments*, and of diverse cultures.

Family Portraits

Students create family portraits after studying photographs and paintings from various historical periods. Students note differences and similarities that occur in photographs and various periods and *environments* or cultures. As their work progresses, students record their reflections and learning in their journals.

Students learn about size and proportion and the golden mean through a created system of using circles, rectangles, and folding techniques and establish the size and proportion of each figure in the family portrait they create. The figures in their portraits are first created as "paper dolls" so that they may be easily moved into a workable composition, traced, and painted. Students experiment with color and technique as they paint their "family portraits."

When the portraits are displayed in the hallways for parent-teacher open house, a video is made of students introducing the family members.

Grades 9-12 Visual Art Scenarios

CONTENT STANDARD 1:
Inquire/Explore/Discover
Students will inquire/explore/discover historical, cultural, social, environmental, and personal references from which to develop concepts/ideas.

Defining Creativity
Ms. Ima Teacher prepares a class for the activity Toward A Personal Definition of Creativity by presenting information on brain function and mind domains (*cognitive*, *affective*, sensory, and intuitive) in an open-discussion format. Madam X guides discussion with inquiry strategies (i. e., How does problem solving relate to creativity? What makes some individuals more creative than others? What is the value of creativity in daily life? Can creativity be learned?) Students are asked to brainstorm to develop a list of synonyms for the word *creativity*. Continuing in an open-discussion format, students are asked to describe and record characteristics of a creative person they know or know of. (i.e., takes risks, is curious, sees things/situations as possibilities, is aware of voids, plays with ideas, etc.). Time is given for independent research (library resources, Internet, interview) toward each student writing a personal definition of *creativity* to be presented to the group.

CONTENT STANDARD 2
Create
Students will use their creativity in a wide variety of media, techniques, processes, and tools to develop original works of art and *design*.

Art Work in a Series
Mr. Hulahoop thinks it is essential that his students create a series of art works that share an underlying visual idea, content, or theme. He believes that by creating a series of related art works, students will make connections in their thinking processes and engage in the creative processes of elaboration, fluency, flexibility, and originality. He wants his students to select themes that are interesting to them personally. These themes may include, but are not limited to, visual *elements*, personal interests, generational concerns, influences of literature or music, or art works from the student's *portfolio*. After the students select their themes, Mr. Hulahoop instructs them to create at least three art works including at least one three-dimensional piece.

CONTENT STANDARD 3

Reflect/Respond/Rediscover

Students will reflect upon, respond to, and rediscover the art work and concept of self, of others (past and present), of *environments*, and of diverse cultures.

****Scenario designed for advanced program

Influences

After completion of several art works and after review of known artists, diverse cultures, and natural references (i.e., shells, rocks, texture rubbings), Mr. da Vinci instructs his art students to communicate through written, verbal, visual and/or audible means the individual student's inspirations for a given art work or series of art works. Even if the student's art work is initially directed by Mr. da Vinci, the student understands that he has made choices such as color/value, subject matter, and theme. Students reflect upon reasons and influences for their choices. Student presentations may include playing a musical composition or recording that communicates the rhythmic nature, visual images or themes, color relationships, or abstractions, or incorporate slides or a PowerPoint presentation, or present an essay or performance. Some students may bring natural objects that have spurred their creativity. When students recognize kindred spirits among the artists that they have studied, they describe the styles, techniques, and themes of those artists. They also show examples of the artists' works (i.e., reproductions in books, texts, prints, slides, and digital reproductions) for comparison.

Music Strand

Content Standard 1 The student will sing and/or play an instrument utilizing a varied repertoire of music. Grades K-4 (Student Learning Expectations)	*Assessment Options and Possiblities*
M.1. 1. Differentiate between the speaking and singing voice.	1. T, O, D
M.1. 2. Echo vocally and/or instrumentally rhythm, tempo, *pitch*, *dynamics*, and *phrasing*.	2. C, O, D
M.1. 3. Perform with accuracy *pitch*, tempo, rhythm, phrasing, and *dynamics*.	3. O, PE, D
M.1. 4. Sing or play music from diverse cultures, *genres*, and styles. (Suggested possible resources: Music Educators National Conference [MENC] guidelines and music from "The World's Largest Concert")	4. PR, O, PE, D
M.1. 5. Sing or play *rounds*, *ostinati*, and *partner songs*.	5. O, PE
M.1. 6. Sing or play in groups, blending *timbres*, matching dynamic levels, and responding to the cues of a conductor in formal and/or informal performances.	6. C, E, PE
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Content Standard 2 The student will create, compose, arrange, and improvise music as developmentally appropriate. Grades K-4 (Student Learning Expectations)	*Assessment Options and Possibilities*
M.2. 1. Create short rhythmic and melodic patterns.	1. O, D
M.2. 2. Improvise simple rhythmic and melodic *ostinato* patterns.	2. O, E, D
M.2. 3. Improvise simple rhythmic and melodic variations on familiar melodies or a given *pentatonic* scale.	3. O, PE, D
M.2. 4. Improvise melodies and rhythms using a variety of sounds, including voices, *body percussion*, classroom instruments and non-traditional sources, such as computer, electronic, or recorded sounds.	4. PR, C, O, D
M.2. 5. Create and arrange music to accompany selections from children's literature.	5. PR, E, LJ, W
M.2. 6. Improvise movement to songs or instrumental pieces when appropriate.	6. O, D
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Music Strand

Content Standard 3 The student will read and notate music. Grades K-4 (Student Learning Expectations)	*Assessment Options and Possibilities*
M.3. 1. Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.	1. T, C, O, W
M.3. 2. Read simple *meter* signatures correctly.	2. T, C, O
M.3. 3. Use a system (syllables, numbers, or letters) to read *pitch notation* in the treble clef in *major keys*.	3. T, C, O
M.3. 4. Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols, (fermata, coda, etc.), and terms relating to *pitch*, rhythm, *dynamics*, tempo, and *articulation*.	4. T, C, O, W
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Content Standard 4 The student will listen to, analyze, describe, and evaluate music and musical performances. Grades K-4 (Student Learning Expectations) M.4.1. Identify *phrases* and sections of music that are the same, similar, or different. M.4.2. Identify music *forms AB, ABA,* and *Rondo.* M.4.3. Describe *aural* examples of music and music performances. M.4.4. Identify instrument families and individual instruments within the families and recognize adult male, adult female, and children's voices. Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	*Assessment Options and Possibilities* 1. C, O, D 2. T, C, O, D 3. T, O, LJ, W 4. T, PO, PR, O, E, D, W

Music Strand

Content Standard 5 The student will relate music to diverse cultures, society, history, and other arts and disciplines. Grades K-4 (Student Learning Expectations) M.5.1. Examine the Arkansas state songs and folk music of Arkansas and the United States. M.5.2. Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin. M.5.3. Identify music from various periods, composers, and cultures. M.5.4. Sing/play songs and play musical games from diverse cultures. M.5.5. Participate in music activities that correlate with other disciplines when appropriate. M.5.6. Identify connections between music and the other arts, including similar terms, historical periods, and styles. Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	*Assessment Options and Possibilities* 1. PO, O, PE 2. T, PR, O, PE, LJ, W 3. T, O, LJ, W 4. PR, O, PE, D 5. PR, O, PE, D 6. PR, O, PE, W

Music Strand

Content Standard 1 The student will sing and/or play an instrument utilizing a varied repertoire of music. Grades 5-8 (Student Learning Expectations) M.1. 1. Sing and/or play a musical instrument accurately with correct fundamentals and techniques as developmentally appropriate. M.1. 2. Sing and/or play music of varied *genres* and styles with appropriate expression, interpretation, and *phrasing*. M.1. 3. Perform music at appropriate levels of difficulty (such as prescribed by the Arkansas Choral Directors Association [ACDA], Arkansas School Band and Orchestra Association [ASBOA], and Music Educators National Conference [MENC]) in formal and/or informal concerts. Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	*Assessment Options and Possiblities* 1. PO, C, O, PE, D 2. PO, O, PE, D 3. PO, O, PE, D

Content Standard 2 The student will create, compose, arrange, and improvise music as developmentally appropriate. Grades 5-8 (Student Learning Expectations) M.1. 1. Improvise simple melodies and/or accompaniments and compose short pieces within specified guidelines. M.1. 2. Create and arrange rhythmic and melodic *phrases*. M.1. 3. Explore the role of technology in the creation/composition of music. Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	*Assessment Options and Possiblities* 1. PO, PR, O, PE, D 2. PO, PR, O, PE, D 3. PO, PR, O, D, W

Music Strand

Content Standard 3 The student will read and notate music. Grades 5-8 (Student Learning Expectations)	*Assessment Options and Possibilities*
M.3. 1. Read and notate simple and compound *meters*, rhythm, *pitch*, and *dynamics* using standard symbols and terminology.	1. T, PO, C, O, D, W
M.3. 2. Use technology, when applicable, to develop reading and notating skills.	2. T, PR, C, O, D, W
M.3. 3. *Sight-read* music in treble and/or other clefs in various keys and *meters* within specified guidelines.	3. T, C, O, PE, D
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Content Standard 4 The student will listen to, analyze, describe, and evaluate music and musical performances. Grades 5-8 (Student Learning Expectations)	*Assessment Options and Possibilities*
M.4. 1. Evaluate performance through critical listening for the purpose of self-correction.	1. PO, O, PE, D, LJ, W
M.4. 2. Evaluate the elements and components of a musical composition using appropriate terminology (e.g., instrumental and vocal *timbres*, *forms*, textures, etc.).	2. T, PO, PR, C, O, W
M.4. 3. Compare and contrast two or more styles of music.	3. T, PO, PR, C, O, W
M.4. 4. Respond to a musical performance as an informed, actively involved listener in a variety of settings.	4. PO, PR, C, O, D, W
M.4. 5. Utilize technology to listen to, analyze, describe, and evaluate music and musical performances.	5. PO,PR, C, O, D, W
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Music Strand

Content Standard 5 The student will relate music to diverse cultures, society, history, and other arts and disciplines. Grades 5-8 (Student Learning Expectations)	*Assessment Options and Possibilities*
M.5.1. Identify commonalities between music and the other fine arts (e.g., rhythm/movement, *timbre*/color, etc.).	1. T, PO, PR, C, O, W
M.5.2. Recognize that musical development is a continuum influenced by historical and technological events.	2. T, PO, PR, C, O, PE, D, LJ, W
M.5.3. Recognize that events in society and music are interrelated.	3. T, PO, PR, C, O, PE, D, LJ, W
M.5.4. Demonstrate ways music and other disciplines are integrated.	4. T, PO, PR, C, O, PE, D, LJ, W
M.5.5. Incorporate technology to distinguish ways in which music relates to diverse cultures, societies, historical events, and the other arts and disciplines.	5. PO, PR, C, O, D, LJ, W
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Content Standard 1 The student will sing and/or play an instrument utilizing a varied repertoire of music. Grades 9-12 (Student Learning Expectations)	*Assessment Options and Possiblities*
M.1.1. Perform a variety of music literature according to the stylistic period, using technology when appropriate.	1. PE, D
M.1.2. Demonstrate independence by performing alone or in ensembles, e.g., trio, octet, etc.	2. PE, O, D
M.1.3. Demonstrate appropriate small and large ensemble performance techniques during formal and/or informal performances.	3. PE
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Music Strand

Content Standard 2 The student will create, compose, arrange, and improvise music as developmentally appropriate. Grades 9-12 (Student Learning Expectations) **** *indicates expectations for advanced programs of music*	*Assessment Options and Possibilities*
M.2.1. Compose rhythmic and melodic *phrases*.	1. T, PR, PO, O, E, D
M.2.2. Explore the role of technology in the creation of vocal and/or instrumental pieces.	2. T, PR, D, PO, E
M.2.3. Compose music that encompasses the use of *meter*, *tonality*, and style periods (manuscript or computer generated).	3. T, PR, PO, O, E, D
M.2.4. Arrange segments of vocal or instrumental pieces (manuscript or computer generated).	4. T, PR, PO, O, E, D
M.2.5. ***** Arrange or *transpose* pieces for voices or instruments other than those for which they were intended (e.g., SAB to SSA or transposition from brass to woodwind.)	5. T, PO, PR, C, O, E, D
M.2.6. *****Given a melody, improvise harmonic *phrases* within a specific framework of a given style.	6. T, PO, PR, C, O, D, E
M.2.7. *****Given a chord progression, improvise a melody within a given style.	7. T, PO, PR, C, O, D, E
M.2.8. *****Improvise a melody consistent with *meter*, *tonality*, and style as dictated by the selection.	8. T, PO, PR, C, O, D, E
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.	

Music Strand

Content Standard 3 The student will read and notate music. Grades 9-12 (Student Learning Expectations)		*Assessment Options and Possibilities*
M.3. 1.	Demonstrate an understanding of the language of music (e.g., notation, texture, and *timbre*).	1. T, C, O, D
M.3. 2.	Notate rhythms, tonalities, *articulations*, and expressive markings using traditional manuscript or current music software.	2. T, PO, PR
M.3. 3.	Sing or play *intervals* that are of a major or minor *tonality*.	3. PE , T, D
M.3. 4.	Given a specific sight-reading method, sing or play simple melodies chosen by the conductor.	4. PE, D, T
M.3. 5.	Given a specific sight-reading method, sing or play the assigned part within the group.	5. PE, D, T
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.		

Content Standard 4 The student will listen to, analyze, describe, and evaluate music and musical performances. Grades 9-12 (Student Learning Expectations)		*Assessment Options and Possibilities*
M.4. 1.	Analyze *aural* examples of literature by describing the uses of musical elements inherent within the pieces.	1. T, PO, PR, C, O, D, E
M.4. 2.	Compare and contrast specific characteristics of selected literature for performances or listening purposes.	2. W, C, LJ, PO
M.4. 3.	Apply criteria for making informed judgments concerning the artistic merit of a composition.	3. C, PO, PR, W
M.4. 4.	Analyze individual or group performances for the purpose of improving intrinsic motivation.	4. PE, LJ, C, W
M.4. 5.	Recognize and share the emotional responses evoked by the composition performed.	5. W, LJ, O
M.4. 6.	*****Describe and analyze the vocal/instrumental techniques experienced in performance.	6. T, C, O, W, PO, PE
M.4. 7.	*****Appraise and modify musical performances through a comparison of exemplary models.	7. C, O, PO, LJ, W
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.		

Music Strand

Content Standard 5 The student will relate music to diverse cultures, society, history, and other arts and disciplines. Grades 9-12 (Student Learning Expectations)		*Assessment Options and Possibilities*
M.5. 1.	Exhibit self-discipline and teamwork in daily rehearsals and musical performances.	1. D, O, C, PE
M.5. 2.	Model appropriate etiquette as both a performer and an observer.	2. PE, O, C, D
M.5. 3.	Identify and perform music representative of diverse cultures.	3. PE, C, D
M.5. 4.	Explain the role of music and its effect on society and culture.	4. T, W, PO, PR, D
M.5. 5.	Identify ways to transfer musical knowledge and skills to lifelong career, community, and leisure activities.	5. PR, C, O, LJ, W
M.5. 6.	*****Compare and contrast the elements, processes, and organizational principles of other fine arts to those of music.	6. T, PO, W, PR
M.5. 7.	*****_Aurally_ identify representative examples of literature by historical period.	7. T, C, PR, D
M.5. 8.	*****Given a musical composition, define its aesthetic qualities within the context of history and culture.	8. C, T, W, PR
M.5. 9.	*****Determine factors that influence musicians within historical time frames.	9. T, PO, PR, C, LJ, W
Assessment Legend: S: statewide; T: teacher-made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal, W: writing.		

Music Glossary

AB-a musical plan that has two different parts or sections
ABA-a musical plan that has three sections, first and last sections are the same; the middle section is different
articulation- correct attack and decay of sound
aural-relating to the ear, or the sense of hearing
blues break- a response to the call in a 12-bar blues song, e.g., when a singer sings and an instrument answers the singer at the end of each of the three *phrases*
body percussion- making clapping, tapping, snapping or other percussive sounds with the hands, feet or other body parts
dynamics-The loudness and softness of sound
form-the overall plan of a piece of music, e.g., AB, ABA or rondo
genre-style, category, class or sort of music
harmony-two or more different tones sounding at the same time
interval-the distance between two *pitches*
major key- a series of tones arranged in whole step, whole step, half step, whole step, whole step, whole step, half step. It is the same ascending and descending
Madrigal- a secular piece of music from the Renaissance period that is predominantly *a cappella*, a small ensemble, usually of 8-18 people
meter- a pattern of fixed beats as indicated by time signature; can be simple (duple or triple) or compound
ostinato- a rhythm or melody pattern that repeats
pentatonic scale- A scale that has five tones to the octave. The tonal pentatonic scale has no semitones, e.g., C-D-E-G-A.
phrase-a musical "sentence" that expresses one thought
pitch- the highness or lowness of a tone
rondo-a musical form in which a section is repeated, with contrasting sections in between (such as ABACA)
round- a follow-the-leader process in which all sing the same melody but start at different times (i.e.,a canon)
SATB-soprano, alto, tenor, and bass vocal parts
sight-read- singing or playing a piece of music without preparation
timbre (tone color)-the quality of a pitch as produced on a specific instrument as distinct from the different quality of the same pitch on some other instrument
tonality- a system of organizing pitch in which a single pitch (or tone) called the tonic is made central
transpose- to play or rewrite a composition in a key other than the original one
Twelve-bar blues chord progression- I-I-I-I^7 IV-IV-I-I V^7 IV-I-I

Grades K - 4 Music Scenarios

CONTENT STANDARD 1:
The student will sing and/or play an instrument utilizing a varied repertoire of music.

Mrs. Timbre uses songs from "The World's Largest Concert" to teach her students songs from diverse cultures, genres, and styles. Students sing "Calypso, Calypso, " a song from Trinidad, and accompany it with the steel drum and maracas. Students then sing "Silver Moon Boat" from China and accompany the song with *glockenspiels, xylophones* and the gong. Students also sing"Amani Utupe" from Kenya and accompany the song with drums from Kenya. Finally, students sing "Little Birch Tree" from Russia and are shown examples of a *balalaika* and flute from Russia.

CONTENT STANDARD 2:
The student will create, compose, arrange and improvise music as developmentally appropriate.

Ms. Soprano uses the *C pentatonic scale* (C,D,E,G,A) to teach rhythmic variations. Using the song "BINGO," she teaches the rhythm:

Quarter	-	Quarter	-	Eighth	-	Eighth	-	Quarter
B		I		N		G		O
B		I		N		G		O
B		I		N		G		O

Students echo clap the traditional rhythm as they sing the melody in 4-beat patterns. The teacher leads the class singing the song and clapping the featured rhythm.

Students are assigned *xylophones, metallophones,* and *glockenspiel* to perform the variation. The class sings the song and performs the traditional rhythm on bars C, D, E, G and A.

Following this exercise, students are assigned an order in which to perform the variation to the song. The featured rhythmic pattern in the song is performed first by the teacher and followed by the answer by students 1, 2, 3. Students are allowed to create a variation on the traditional rhythm, incorporating dotted rhythms and rests in a 4-beat variation.

After the song is performed, the teacher writes the rhythms performed by students 1, 2, 3 on the board. Each pattern is analyzed by the class to discuss differences in the variations to the traditional rhythm.

CONTENT STANDARD 3:
The student will read and notate music.

Miss Pentatonic begins a unit on music notation for kindergarten students by showing a poster with a picture of a music staff. She then shows a song written out in a music book and asks the children if they see anything in their books that looks similar to the picture on her poster. When children say they see "lines" with music notes on them, she explains that those lines that the music is written on are called a staff.

Next she explains that a staff has five lines and that the lines are numbered from bottom to top.

Using five rolls of electrical tape for a class activity, Miss Pentatonic calls on two students at a time to place horizontal lines on the floor that are 5 feet long. Students arrange the lines in the shape of a staff. They use the lines on the floor tiles to help them keep their lines straight. The numbers 1-5 are printed on large index cards and placed in a container (large coffee can). Then she has five students pull numbers from the container and place the numbers on the lines of the staff in the correct order. The teacher monitors the students to be sure they place the numbers correctly.

CONTENT STANDARD 4:
The student will listen to, analyze, describe, and evaluate music and musical performances.

Mrs. Bass introduces *ABA form* by showing pictures of different shapes to represent musical *form*. A square is used to represent part A, and a triangle is used to represent part B. Mrs. Bass plays a song from the textbook, "Now Let Me Fly" to demonstrate *ABA form*. As the sections change, Mrs. Bass holds up the different shapes. Mrs. Bass then plays the recording again and asks the students to indicate where the section changes occur by raising their hands when Section B starts and lowering their hands when Section A repeats. Finally, students are given shapes of squares and triangles and are instructed to hold up the squares when they hear Section A and the triangles when they hear Section B.

CONTENT STANDARD 5:
The student will relate music to diverse cultures, society, history and other arts and disciplines.

Mr. Co-op teaches a unit to go with a reading selection that students are studying in the third grade reading textbook. The story is "Moses Goes To A Concert." Moses is a hearing-impaired child who uses sign language. He and other students in his class go to a concert and visit with the percussionist who is also hearing impaired. Mr. Co-op reviews the song "This Land Is Your Land" with his students. They watch a videotape of the song with the sign language and then practice the signs for the song. Mr. Co-op gives each child a blown-up balloon and then plays the *gong* close to the balloon so the children can feel the vibration. Mr. Co-op then teaches the students the definition of *orchestra* and *percussion*, which are used in the story. Mr. Co-op discusses Beethoven with his students. He tells the students of Beethoven's struggles with deafness as a composer and a musician. Students listen to Beethoven's *Symphony Number 5, First Movement*. Students also listen to "The Storm" section from Beethoven's *Pastoral Symphony, Number 6*. Later in the school year Mr. Co-op teaches his students more about the life and music of Beethoven. He will use other resources including several books about Beethoven.

Scenarios for 5-8 Music

CONTENT STANDARD 1:
The student will sing and/or play an instrument utilizing a varied repertoire of music.

Sixth grade music students, along with their teacher, Ms. Melody Box, sing, play, and create movements to songs from each decade of the twentieth century. Through singing and playing, the students learn about Ragtime, Jazz (Blues, Swing, Big Band), Broadway Show Tunes, Rock 'n Roll, '60s Folk Music, Disco, Rap, etc. Throughout this musical unit, correct vocal and instrumental fundamentals are emphasized. Political, social, and historical issues are integrated with the music of each decade. The culminating activity is a program in which students perform music from each of the time periods. A PowerPoint presentation is incorporated in conjunction with the performance utilizing digital pictures representing classroom activities that lead up to this performance.
*This scenario addresses all the Music Content Standards.

CONTENT STANDARD 2:
The student will create, compose, arrange, and improvise music as developmentally appropriate.

Fifth grade music students in Ms. Lyric Lane's general music class create their own twelve-bar blues songs. The students are taught the twelve-bar blues chord progression in the key of C. The components of this music *form* are discussed, along with the history of the Blues. Students are divided into teams and given the criteria that will be used to assess their projects. Each group meets independently during class to arrange its composition. Group performances consist of one or two students playing chords on classroom instruments, one or two students playing the "breaks," and one member improvising the melody using the lyrics that the group created. The remainder of the class evaluates whether the criteria has been met and offers constructive comments. The performances are videotaped and reviewed by other classes. Students then compare and contrast two recorded versions of "Shake, Rattle, and Roll." One recording by Big Joe Turner represents Blues and the other recording by Bill Haley and The Comets represents Rock 'n Roll. In addition to creating their own compositions, the students learn proper performance and audience etiquette and team-building skills.
*This scenario addresses all the Music Content Standards.

CONTENT STANDARD 3:
The student will read and notate music.

Students in Mr. Velon Cello's eighth grade instrumental ensemble demonstrate rhythmic independence by playing different rhythmic patterns simultaneously. In preparing for this activity, the students count each rhythmic *phrase* out loud. Then the students play each rhythm pattern on a unison *pitch*. Next, each instrumental section is assigned a specific rhythm pattern to perform. One section begins the process by playing its assigned pattern. Sections are added one at a time until the whole ensemble is actively engaged. Individual rhythmic stability is demonstrated by selecting a student from each section to perform as a small ensemble. This learning activity may be turned into a game where points are earned for each section as its team member successfully demonstrates rhythmic independence.

*This scenario addresses Music Content Standards 1 and 3.

CONTENT STANDARD 4:
The student will listen to, analyze, describe, and evaluate music and musical performances.

Mr. Ron Deau and his seventh grade general music class identify the four families of instruments (strings, woodwinds, brass, and percussion) visually and orally. This learning is reinforced through activities such as instrument bingo, etc. Exemplary recordings of instrument families are heard and discussed. As recordings are introduced, students are asked to expand their listening skills by comparing and contrasting various styles with reference to instrumentation, texture, *dynamics*, tempo, color, mood, etc. Assessment examples include written reflection and evaluation utilizing correct musical terminology. The students then participate in a live, interactive music concert from Carnegie Hall via the Internet. Opportunities are provided for student questions to orchestral members and the conductor.
*This scenario addresses Music Content Standards 4 and 5.

CONTENT STANDARD 5:
The student will relate music to diverse cultures, society, history, and other arts and disciplines.

The eighth grade mixed chorus, under the direction of Ms. Sarah Nade, is introduced to Renaissance music by watching a video which includes songs, dress, and instruments from that period. Chorus students use the Internet to take a virtual tour through a medieval castle. The students learn *madrigals* and other appropriate songs. Teachers and students from the other arts and disciplines join the chorus students in the production of "Ye Olde Madrigal Feaste." Art students design and build the set and decorations; instrumental music students perform on appropriate instruments; dance students teach and perform period dances; language arts students read Renaissance poetry; social studies classes study historical events of the Renaissance period, etc.

After the chorus members learn the songs, students are given the opportunity to audition for vocal solos or speaking parts. During rehearsals, students pay special attention to posture, diction, and expression. For the production, chorus students dress in period costumes. Through the culminating performance, students are able to relate the music and culture of the Renaissance period to modern society.

Scenarios for 9-12 Music

CONTENT STANDARD 1:
The student will sing and/or play an instrument utilizing a varied repertoire of music.

Within the choral warmup, Mr. Barry Tone's students perform portions of compositions that incorporate singing styles from different musical *genre*.

During the ACDA Reading Clinic directors have an opportunity to hear literature in a variety of voicings, style periods, and cultures. Because of the wide array of music selected for the clinic, directors have the opportunity to plan their concerts for the approachng year. The results of this process provide the students with exposure to diverse musical styles.

CONTENT STANDARD 2:
The student will create, compose, arrange, and improvise music as developmentally appropriate.

Vocal
Three of Mrs. Ann Tune's students arrange a composition arranged for SAB to SSA.

Instrumental
Mr. Jolly Bass's students in a small band that lacks full instrumentation often condense scores to insure that all important parts are played. Students *transpose* those parts for the instruments they play.

CONTENT STANDARD 3:
The student will read and notate music.

After studying the procedures for harmonic progressions and cadences, music students at Write On High School are assigned a melodic theme. Using available music software, students explore harmonic progressions and cadential movement. Upon completion of the assignment, students present their arrangement to the large ensemble as a sight-reading exercise.

CONTENT STANDARD 4:
The student will listen to, analyze, describe, and evaluate music and musical performances.

After a unit on concert programming, high school music students perform at Region Festival. Then students compare and contrast selected performances based on criteria set forth in the unit studied. A written analysis enables the students to effectively assess the artistic merit of the performances.

CONTENT STANDARD 5:
The student will relate music to diverse cultures, society, history, and other arts and disciplines.

After preparation of concert pieces, Mrs. Alto Diva invites teachers and students of other disciplines to a private performance where over-arching connections are made between their subject matter and the selections performed. This alignment is further explained by each teacher within the historical and literary context of the discipline.

Introduction
Strand 1: Basic Elements of Movement
Strand 2: Arts in Civilization
Strand 3: Artistic Communications

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Introduction
Dance has existed since the beginning of time as a means of worship, a method of socialization, an expression of feelings, a form of physical activity, and a universal method of communication. Dance has traditionally been a means of passing on the culture of nations from one generation to the next.

In our contemporary educational system, dance should continue to be an integral part of the total school program. To provide a complete dance education, students should be given the opportunity to learn about dance through a sequential curriculum which provides experiences in the history of dance, the creative process, the motion of the various dance styles, and the language of dance. Dance needs to be related to the other arts and to the total educational program. When these opportunities are provided regularly, the development of an appreciation of dance as both a lifetime recreational activity as well as an art form will occur.

Dance in the K-12 curriculum should provide an atmosphere for students to develop self-esteem and become knowledgeable and accepting of their own instrument (their bodies). Dance should provide an environment for children to become more confident of their communication skills by using their instrument for self expression.

Strand 1: Basic Elements of Movement

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Content Standard 1:
Students will understand, explore and demonstrate dance as an art form through its basic elements of body movement.

Student Learning Expectations

Grades K-4

1.1.1. Identify necessary precautions and limitations to avoid injury.
1.1.2. Recognize and move body parts (or parts of body) and joints (isolated and in combination).
1.1.3. Control body movement in self (personal) space and shared space.
1.1.4. Balance on and off center and demonstrate proper alignment.
1.1.5. Experiment with breathing and how it affects movement.
1.1.6. Practice basic axial movements (bending, turning, stretching, jumping, swinging, swaying, shaking, twisting, sitting, kneeling, lying down, pushing, pulling, rising, falling, kicking, balancing).
1.1.7. Demonstrate beginning dance technique (Dance Warm-ups, Improvisations, and Choreography and Ballet Terminology--see Glossary).
1.1.8. Flex, extend and rotate body parts.
1.1.9. Develop a kinesthetic awareness.

Grades 5-8

1.1.10. Practice necessary precautions and limitations to avoid injury.
1.1.11. Move parts of the body in more complex sequences (such as oppositional).
1.1.12. Enhance body control and expand movement in self space and shared space.
1.1.13. Refine counter balancing.
1.1.14. Explore contractions/releases and falls/recovery through breathing techniques.
1.1.15. Combine a wide variety of axial movements.
1.1.16. Demonstrate dance technique for development of dance form aba. (See Glossary)
1.1.17. Increase capacity to flex, extend, and rotate parts of the body.

Grades 9-12

1.1.18. Identify and practice necessary precautions and limitations to avoid injury.
1.1.19. Refine develop muscular control.
1.1.20. Improve coordination.
1.1.21. Increase flexibility.
1.1.22. Develop endurance.

Content Standard 2:

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Students will understand, explore, and demonstrate dance as an art form through its basic element of locomotor movement.

Student Learning Expectations

Grades K-4

1.2.1. Recognize and demonstrate locomotor movements.
1.2.2. Combine locomotor and non-locomotor movements into short dance patterns.
1.2.3. Lead movements to be performed by group or partner (mirroring and following).

Grades 5-8

1.2.4. Create and perform complex sequences using locomotor and non-locomotor movements.
1.2.5. Perform and demonstrate learned sequences of locomotor patterns.

Grades 9-12

1.2.6. Demonstrate advanced sequences of locomotor and non-locomotor movement.
1.2.7. Compose and perform a sequence of locomotor and non-locomotor movements experimenting with weight, direction, level, and tempo changes.

Content Standard 3:

Students will understand, explore and demonstrate dance as an art form through its basic element of time.

Student Learning Expectations

Grades K-4

1.3.1. Recognize and move to the pulse.
1.3.2. Identify and move to rhythmic patterns (children's names, simple poems, games).
1.3.3. Learn and move to accents and meters (2/4, 3/4, 4/4).
1.3.4. Move to the musical/dance concepts of slow/fast, gradual/sudden, short/long.
1.3.5. Experiment with simple percussion instruments.
1.3.6. Participate in movement activities utilizing simple props (ribbons, balls, lummi sticks, tinikling poles, hoops, clubs) while moving to the pulse.
1.3.7. Create rhythmic movement patterns.

Grades 5-8

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1.3.8. Explore and move to various rhythmic patterns.
1.3.9. Identify and move with acceleration and deceleration.
1.3.10. Accompany their own movement sequence or that of others using an instrument of their choice.
1.3.11. Accompany their own movement sequence or that of others using vocal sounds.
1.3.12. Combine the use of instruments and voice to accompany a movement sequence.
1.3.13. Compose a simple music phrase and create a corresponding dance phrase.
1.3.14. Utilize props while moving to the pulse.
1.3.15. Identify and move to music having more complex meters such as 6/8, 7/4, 5/4, 9/8, 12/8.

Grades 9-12
1.3.16. Identify and move to more advanced or changing meters in music.
1.3.17. Choreograph a dance phrase. Compose a musical phrase to complement it.
1.3.18. Reverse the previous process.
1.3.19. Combine meters.
1.3.20. Demonstrate proficiency at moving to the pulse using props.
1.3.21. Display a clear sense of rhythm and timing when moving in complex combinations.
1.3.22. Demonstrate precision of timing on entrances and exits.

Content Standard 4
Students will understand, explore, and demonstrate dance as an art form through its basic element of space.

Student Learning Expectations

Grades K-4
1.4.1. Control body movement in general and personal space.
1.4.2. Move the whole body in various directions (forward, backward, sideways, diagonally, right and left, on three levels--low, middle, and high).
1.4.3. Move isolated body parts in various directions and levels.
1.4.4. Perform locomotor movements in simple floor patterns (straight lines, curved lines, circles, squares, figure eights).
1.4.5. Practice a range of body movements in personal space.
1.4.6. Demonstrate body shapes in lines, angles, and curves--symmetrically and asymmetrically.
1.4.7. Demonstrate body shapes in pantomimic representation.
1.4.8. Create patterns in the air and on the floor individually and with partners.
1.4.9. Demonstrate directional facings with partners (front, side, back).
1.4.10. Demonstrate directional facings with partners (front to front, side to side, front to back).

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Grades 5-8

1.4.11. Perform combinations of locomotor and axial movements in simple floor patterns.
1.4.12. Experiment with spatial and body design while moving through near, middle, and far reach space.
1.4.13. Invent body shapes in line, angle, and curves while moving through simple floor patterns.
1.4.14. Demonstrate body shapes using energy concepts.
1.4.15. Express a pantomimic sequence of movements (a flower blooming).
1.4.16. Demonstrate directional changes working in groups.
1.4.17. Learn stage directions (upstage, downstage, stage right, stage left).
1.4.18. Perform combinations of locomotor and axial movements in complex floor patterns.
1.4.19. Refine spatial and body designs using near, middle, and far reach space.
1.4.20. Demonstrate body shapes while moving through complex floor patterns.
1.4.21. Create movement sequences based on vertical and horizontal, saggital planes.
1.4.22. Create short dance studies using spatial concepts.
1.4.23. Identify positive and negative space.
1.4.24. Use traditional, non-traditional, and environmental performance spaces in various compositions.

Grades 9-12

1.4.25. Compose and perform more complex dance studies using spatial concepts.
1.4.26. Compose and perform advanced combinations with complex floor patterns.
1.4.27. Use positive and negative space in group compositions.

Content Standard 5

Students will understand, explore, and demonstrate dance as an art form through its basic element of energy/force/dynamics.

Student Learning Expectations

Grades K-4

1.5.1. Identify and demonstrate movements with varying degrees of energy (bound/free, direct/indirect, quick/slow, firm/fine, heavy/light).
1.5.2. Recognize and demonstrate simple movement phrases using basic energy contrast (still/active, soft/hard, strong/light, weak/strong, sharp/fluid).
1.5.3. Explore various ways to feel and move using imagery (sticky, slithery, sparkly, buzzy).

Grades 5-8

1.5.4. Develop simple movement phrases utilizing various energy concepts.
1.5.5. Identify and demonstrate movement qualities such as percussive/sustained, vibratory/swinging.

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1.5.6. Demonstrate movement qualities with increased variety of energy dynamics (tension/relaxation, suspension/release).
1.5.7. Explore use of various dynamics to create contrasting moods.
1.5.8. Apply energy concepts to connect dance phrases.
1.5.9. Continue the use of energy concepts as choreographic tools and create more complex movement studies.
1.5.10. Continue to develop and refine skills necessary to project movement through the manipulation of energy concepts.

Grades 9-12
1.5.11. Enhance skills necessary to perform a variety of energy concepts.
1.5.12. Demonstrate the ability to utilize energy concepts in more advanced compositions.
1.5.13. Explore ways in which energy concepts are combined and arranged to define style (ballet, ethnic, modern).
1.5.14. Continue to develop and refine skills necessary to project movement through the use of energy concepts and qualities of movement.

Strand 2: Arts in Civilization

Content Standard 1
Students will understand the historical development of dance and its relationship to various cultures.

Grades K-4
2.1.1. Understand that dance has a role and purpose in the life of various cultures.
2.1.2. Distinguish among forms of theatre dance (ballet, modern tap, jazz,).
2.1.3. Experience dance from other cultures.
2.1.4. Know and apply proper concert etiquette.
2.1.5. Demonstrate appropriate listening, observing and behavior skills as an audience.

Grades 5-8
2.1.6. Demonstrate knowledge of the sequential development of dance through history.
2.1.7. Examine cultural dance heritages.
2.1.8. Experience the dance of another culture.
2.1.9. Experience concert forms of dance.
2.1.10. Know and practice proper audience/concert etiquette.

Grades 9-12
2.1.11. Recognize dance as an index to the artistic and social values of civilization (i.e., celebration, ceremony, entertainment, prosperity, socialization, health/fitness, education, communication).
2.1.12. Expand knowledge of the sequential development of dance through history.

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2.1.13. Examine in greater detail cultural dance heritages.
2.1.14. Experience the dances of other cultures.
2.1.15. Experience a variety of concert forms of dance.
2.1.16. Demonstrate appropriate audience/concert etiquette.

Strand 3: Artistic Communications

Content Standard 1
Students will organize choices to express and communicate various ideas or themes.

Grades K-4
3.1.1. Plan and organize movement through exploration of imagination, feelings, and stories.
3.1.2. Share creative movement with others.

Grades 5-8
3.1.3. Demonstrate the ability to move spontaneously to various stimuli.
3.1.4. Relate movement to feelings, ideas, and needs.
3.1.5. Successfully solve a group movement assignment using non-verbal stimuli.

Grades 9-12
3.1.6. Solve movement problems in aba form in weak and strong areas of the stage. (See Glossary)
3.1.7. Create movement studies utilizing knowledge of compositional forms (canon, rondo).

Content Standard 2
Students will participate in performance.

Student Learning Expectations

Grades K-4
3.2.2. Regardless of ability share short movement phrases in solo, duet, and small ensembles.
3.2.3. Complete assigned production duties in conjunction with performance.

Grades 5-8
3.2.4. Develop proficiency in ensemble performance and understand importance of individual contribution.
3.2.5. Complete assigned production duties in conjunction with performance.

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Grades 9-12

3.2.6. Perform a complete dance work with strong concentration, focus, appropriate energy levels, and etiquette.
3.2.7. Demonstrate commitment to ensemble in rehearsal and performance.
3.2.8. Achieve a high level of accuracy and interpretation.
3.2.9 Complete assigned production duties in conjunction with performance.

Content Standard 3

Students will be able to discuss and analyze movement and dance.

Student Learning Expectations

Grades K-4

3.3.1. Understand and use a basic vocabulary of dance.
3.3.2. Solve movement problems and discuss movement choices.
3.3.3. Communicate reflections of dance experiences by speaking, writing, moving, or other means.

Grades 5-8

3.3.4. Demonstrate proficiency in the use and application of the vocabulary of dance.
3.3.5. Compare and contrast dance forms.
3.3.6. Compare and contrast dance performances.

Grades 9-12

3.3.7. Demonstrate and use advanced dance terminology.
3.3.8. Acquire a knowledge of positive and constructive feedback.
3.3.9. Critique a dance performance.
3.3.10. Exhibit a proficiency in critiquing skills.

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Strand 1:	Strand 2:	Strand 3:
Creating	Reading	Evaluating

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Strand 1: Creating

Content Standard 1
Students will participate in activities that develop the creative process in theatre involving script writing, sensory-awareness, analyzing, designing, and planning.

Student Learning Expectations

Grades K-4
1.1.1 Begin to be oriented to others as well as self.
1.1.2 Explore self-expression through theatrical performance.
1.1.3 Explore appropriate terminology to develop theatre vocabulary.
1.1.4 Improvise dialogue to tell stories and formalize improvisations by writing or recording the dialogue.
1.1.5 Utilize the five senses and expand levels of awareness of sensory choices in creating dramatizations.
1.1.6 Demonstrate the vocalization process using vocal characteristics: quality, pitch, rate, projection, and phrasing.
1.1.7 Collaborate to select interrelated characters, environments, and situations for script-writing.
1.1.8 Select movement, music, and visual elements to enhance the mood of a dramatization.
1.1.9 Introduce a dramatic story line that includes a beginning, middle, and end.
1.1.10 Explore relationships between visual arts and performing arts.
1.1.11 Select and safely organize available materials that suggest scenery, properties, costumes and make-up.
1.1.12 Explore technology to create, revise and produce dramatizations.

Grades 5-8
1.1.13 Acknowledge the points of view of others.

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1.1.14 Explore empathy for the characters in the literature.
1.1.15 Develop self-expression through theatre performances.
1.1.16 Use appropriate terminology to develop theatre vocabulary.
1.1.17 Refine and record dialogue and action.
1.1.18 Use improvisation and play writing to communicate ideas and feelings.
1.1.19 Demonstrate sensory recall in pantomime activities and in reacting experiences.
1.1.20 Exhibit a practical knowledge of effective vocalization.
1.1.21 Lead small groups in planning visual and aural elements.
1.1.22 Rehearse improvised and scripted scenes to demonstrate social skills.
1.1.23 Use movement, music, and visual elements to enhance the mood of the dramatization.
1.1.24 Explore the structure of dramatic literature (i.e., exposition, points of attack, rising action, climax, falling action, denouement.)
1.1.25 Incorporate elements of dance, music video, and visual arts to express ideas and emotions in improvised and scripted scenes.
1.1.26 Create properties, scenery, costumes, lighting, sound and make-up through individual and group effort.
1.1.27 Use technology to create, revise, and produce dramatizations.

Grades 9-12

1.1.28 Exhibit comprehension of and sensitivity to cultural diversity through peer response.
1.1.29 Extrapolate empathy for the characters in the literature.
1.1.30 Expand appropriate terminology to develop theatre vocabulary.
1.1.31 Create playwriting, technical, and performance projects.
1.1.32 Explain the consequences of a character's behavior and suggest motives and feelings.
1.1.33 Become aware of the senses through imaginary environments in dramatic activities.
1.1.34 Recognize and cultivate a strong and flexible stage voice.
1.1.35 Recognize the varied qualities of regional dialects.
1.1.36 Effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.
1.1.37 Develop movement, music, and visual elements to enhance the mood of the dramatization.
1.1.38 Develop characters, environments, and actions individually and in groups to create tension and suspense.
1.1.39 Develop designs that use visual and aural elements to convey environments that clearly support the text.
1.1.40 Explain the functions and interrelated nature of scenery, properties, lighting, sound, costumes, and make-up in creating an environment appropriate for the drama.
1.1.41 Design coherent stage management, promotional, and business plans.
1.1.42 Expand the use of technology to create, revise, and produce dramatizations.
1.2.43 Experiment with creative choices by taking risks and appreciating risk-taking in others.

Strand 2: Reading

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Content Standard
Students will participate in activities that develop the performance process in theatre involving researching, acting, directing, designing, constructing, and responding.

Grades K-4

2.1.1 Use intrapersonal and interpersonal skills to develop self confidence.
2.1.2 Demonstrate listening, observing, focusing, and concentration skills.
2.1.3 Apply skills learned through the dramatic process to other subject areas.
2.1.4 Introduce the historical development of theatre.
2.1.5 Identify comedy, tragedy, melodrama, and musicals.
2.1.6 Distinguish between real life and fantasy.
2.1.7 Explain how characters are similar to and different from the students' own culture.
2.1.8 Communicate information to peers about characters, people, events, time and place related to classroom dramatizations.
2.19 Use thinking and problem-solving strategies to plan and rehearse scenes collaboratively for performance.
2.1.10 Explore the world of work in drama related careers.
2.1.11 Use gesture, movement, and facial expression to communicate a story.
2.1.12. Imitate experiences through pantomime, storytelling, and role playing.
2.1.13 Use voice effectively to communicate ideas and feelings.
2.1.14 Perform proper stage techniques (i.e., crosses, turns, gestures, entrances, and exits).
2.1.15 Exhibit an understanding of the audition and rehearsal process.
2.1.16 Understand the role of the director.
2.1.17 Demonstrate appropriate listening, observing, and behavior skills for a theatre audience.

Grades 5-8

2.1.18 Use intrapersonal and interpersonal skills to develop self confidence.
2.1.19 Demonstrate listening, observing, focusing, and concentration skills.
2.1.20 Apply skills learned through the dramatic process to other subject areas.
2.1.21 Identify significant time periods in theatre history including major people and events.
2.1.22 Distinguish types of acting roles.
2.1.23 Interact with others in acting real life or fantasy problems or resolutions.
2.1.24 Explore how and where drama is used in the community and observe social relationships.
2.1.25 Explain why similar subjects and ideas are reexamined in different cultures and time periods.
2.1.26 Use thinking and problem solving strategies to resolve problems in stories and situations through improvisation.
2.1.27 Demonstrates appreciation of human achievements in the arts as a specific field of endeavor.

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2.1.28 Respond in movement to a variety of images provided by sounds, music, poetry, story, and pictures.
2.1.29 Dramatize roles and events beyond personal experience.
2.1.30 Use the vocal mechanism to project voice audibly and clearly in various performance settings.
2.1.31 Refine proper state techniques (i.e., crosses, turns, gestures, entrances, and exits).
2.1.32 Develop audition material and skills and understand the rehearsal process.
2.1.33 Demonstrate an understanding of the responsibilities of a director.
2.1.34 Demonstrate good citizenship and function as positive members of a theatre audience.
2.1.35 Use intrapersonal and interpersonal skills to develop self confidence.
2.1.36 Demonstrate listening, observing, focusing, and concentration skills.
2.1.37 Apply skills learned through the dramatic process to other subject areas.
2.1.38 Research and present projects representing the span of theatre history and dramatic literature.
2.1.39 Distinguish types of acting roles and theories of acting based on research.
2.1.40 Build relationships between and among characters that lead to a seeming inevitable resolution.
2.1.41 Research the role of dramatic arts in cultures and world civilizations.
2.1.42 Use role playing to develop awareness of a variety of social roles and in resolving dramatic problems.
2.1.43 Use thinking and problem solving strategies to plan and structure elements of drama in order to analyze and create scripts.
2.1.44 Identify ways to transfer knowledge and skills to life long community career and leisure activities.
2.1.45 Use a blend of vocal and physical expression to project character interpretation.
2.1.46 Apply research from pring and non-print sources to script-writing, acting, designing, an directing choices.
2.1.47 Integrate vocal skills with other Actors as a means of achieving ensemble performance.
2.1.48 Expand proper stage techniques to include special movement (stage combat, dance, etc.).
2.1.49 Develop a resume, audition for a performance and follow a rehearsal schedule.
2.1.50 Observe or perform the duties of a director.
2.1.51 Respond appropriately as an audience member.

Strand 3: Evaluating

Content Standard 1
Students will participate in activities that develop the evaluation process in theatre involving their own work and the work of others.

Grades K-4
3.1.1 Identify personal preferences in dramatic performances.
3.1.2 Recognize feelings and temperaments in dramatic play.

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3.1.3 Understand the interactive process between the actor and audience.
3.1.4 Discover theatre experiences to demonstrate how drama reflects culture.
3.1.5 Express and compare personal reactions to theatrical art forms.
3.1.6 Discover the role of technology in the creation and performance of drama.

Grades 5-8

3.1.7 Identify the parts of a theatrical performance using appropriate terminology.
3.1.8 Display an awareness and empathy for the human condition.
3.1.9 Evaluate performances through critical observation for the purpose of self-improvement.
3.1.10 Explore theatre experiences to demonstrate how drama reflects culture.
3.1.11 Develop criteria for making informed critical judgments and participate in constructive criticism after observing a live production.
3.1.12 Explore the role of technology in the creation and performance of drama.

Grades 9-12

3.1.13 Understand, interpret, and evaluate theatrical performances using basic theatre terminology.
3.1.14 Compare and contrast emotional responses evoked by a variety of drama styles (i.e., love, sorrow, joy, pride).
3.1.15 Refine performance choices through observation and self evaluation.
3.1.16 Utilize ways drama affects and/or enhances the lives of people of various ages, cultures, and heritages.
3.1.17 Identify and evaluate artistic merit of theatre, film, televison, and electronic media productions.
3.1.18 Begin to develop critical language in the comparison of creative processes used in various art forms.
3.1.19 Utilize the role of technology in the creation and performance of drama.
3.1.20 Reflect on the consequences of a character's decisions and actions and relate dramatic problems to one's own life.
3.1.21 Determine and demonstrate appropriate aesthetic responses to dramatic performances.
3.1.22 Use thinking and problem solving strategies to explain and analyze how technical elements contribute to the effectiveness of a production.

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